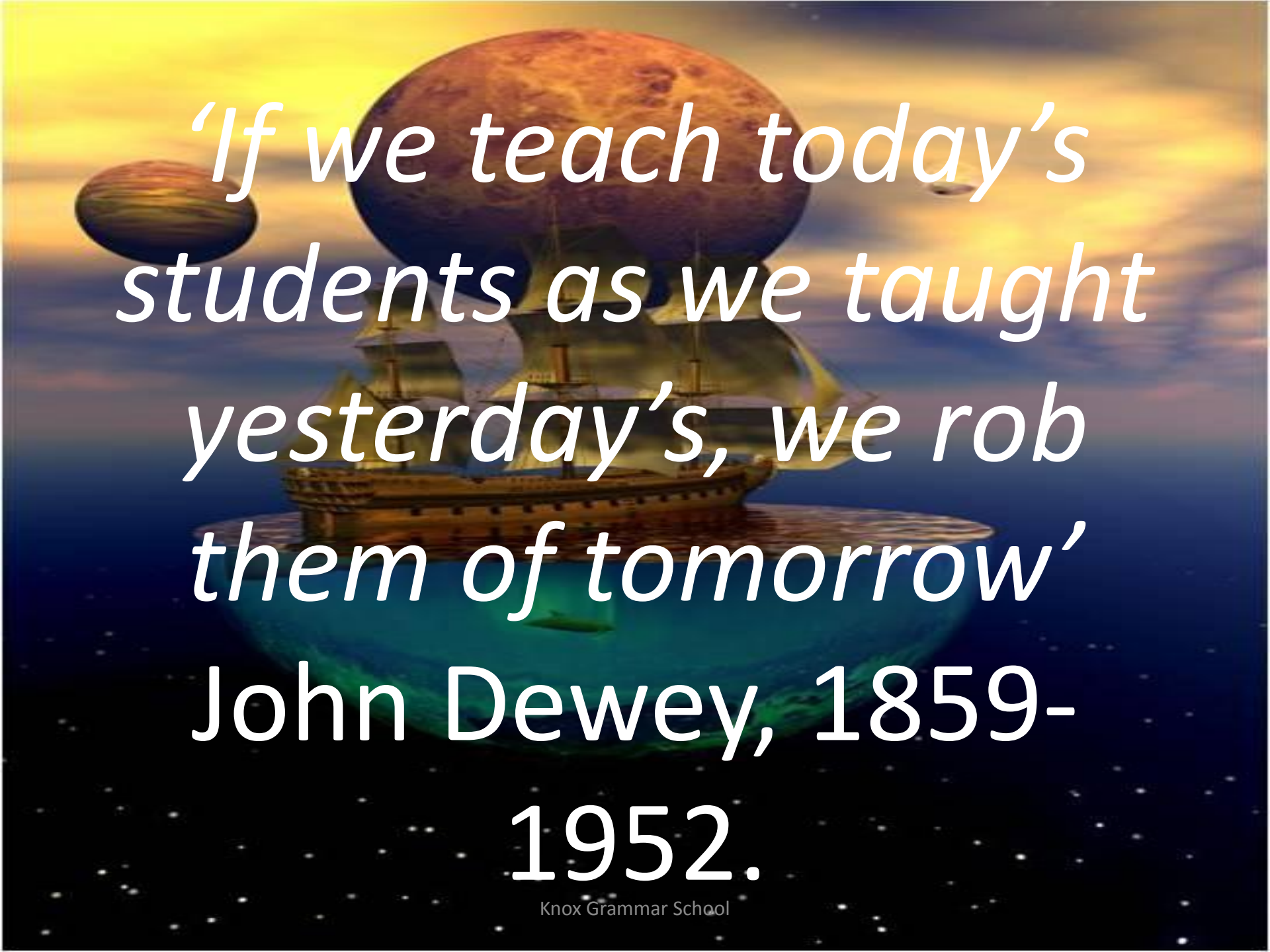




**Designing Quality English Programs**



*'If we teach today's  
students as we taught  
yesterday's, we rob  
them of tomorrow'*


John Dewey, 1859-  
1952.

# Australian Curriculum Goals

- **Goal 1:**
  - Australian schooling promotes equity and excellence: promote personalised learning that aims to fulfill the diverse capabilities of each young Australian.
- **Goal 2:**
  - All young Australians become:
    - ❖ successful learners
    - ❖ confident and creative individuals
    - ❖ active and informed citizens



# The Research

- AITSL (2011): Need for philosophical Inquiry: Why before the what and how.
  - Coyle and Colvin (1999): The brain is phenomenally plastic– *'It's not who you are, it's what you do and where you do it.'*
  - Wiggins and McTighe (2006), Hattie (2003) & Dinham (2008): Correlation between quality assessment and improved learning outcomes.
  - Hattie (2003) & Dinham (2008): The significance of deep knowledge, direct instruction and scaffolding the learning.
  - Westwell (2009): Creativity flourishes when connected to what is already known.
  - NSW Quality Teaching model based on best practice and effective research
- 

- ❖ Shared vision and ethos
- ❖ Create a positive learning environment for creativity, critical thinking, problem – solving and risk-taking
- ❖ Conceptual programming: Build the field
- ❖ Interplay of quality assessment *for, of, as* and *through* learning
- ❖ Provide quality feedforward

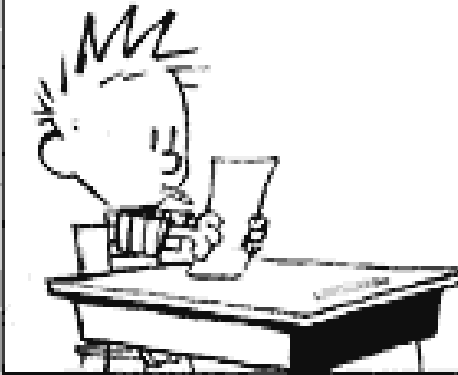
# Life-long learning

UNESCO report identified three characteristics of lifelong learners:

- learning to *do*:  
acquiring and applying skills, such as: problem solving and communication
- learning to *be*:  
promoting creativity and personal fulfillment
- learning to *know*:  
flexibility and critical thinking

Test:

1. When did the Pilgrims land at Plymouth Rock?



1620.



© 1984 Watterson Dist. by Universal Press Syndicate

AS YOU CAN SEE, I'VE MEMORIZED THIS UTTERLY USELESS FACT LONG ENOUGH TO PASS A TEST QUESTION. I NOW INTEND TO FORGET IT FOREVER. YOU'VE TAUGHT ME NOTHING EXCEPT HOW TO CYNICALLY MANIPULATE THE SYSTEM. CONGRATULATIONS.



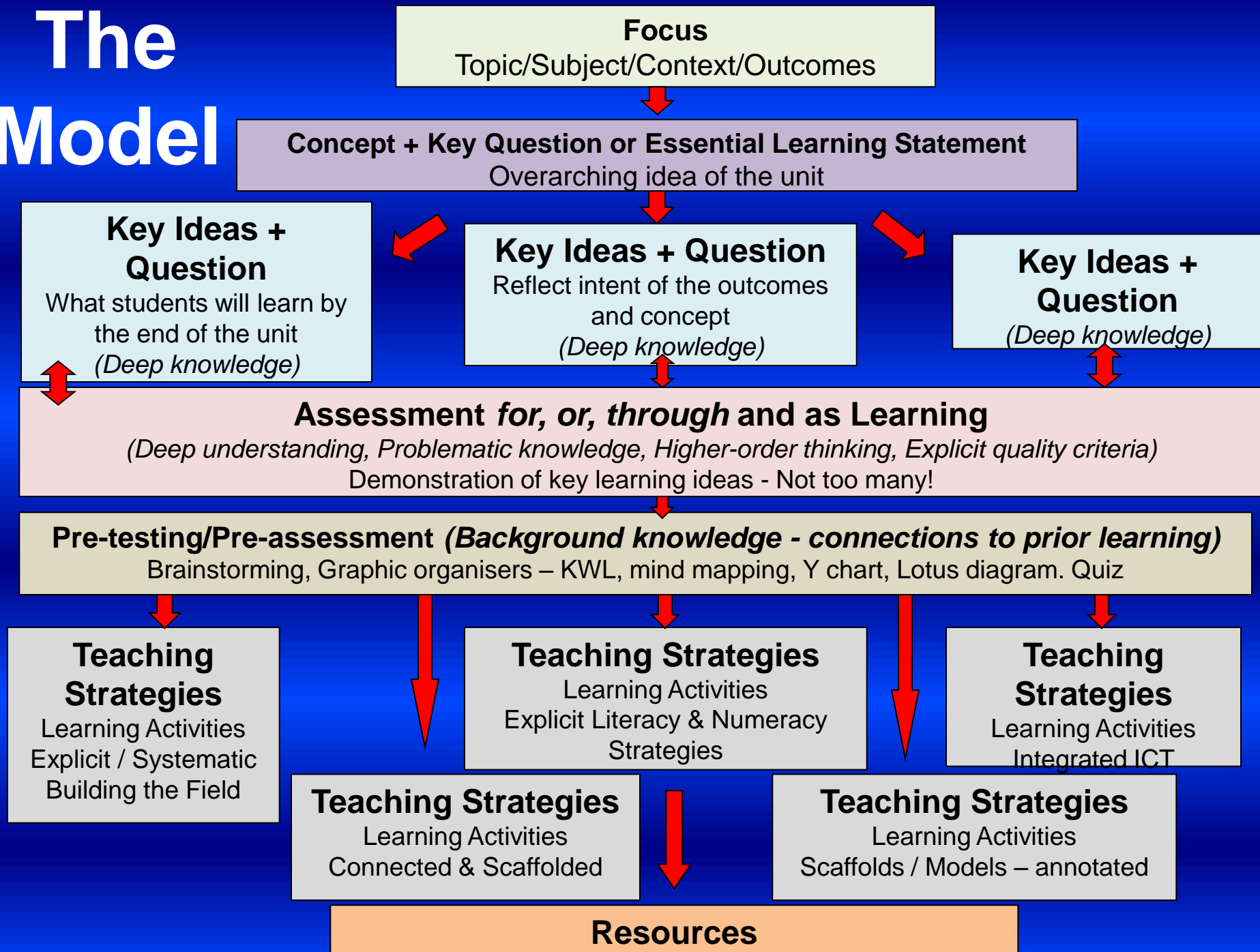
THEY SAY THE SATISFACTION OF TEACHING MAKES UP FOR THE LOUSY PAY.





Quality Teaching Model	Kaplan et al 2006	Maker
“Intellectual work that is challenging, centred on significant <b>concepts</b> and ideas, and requires <b>substantial cognitive</b> and academic engagement with <b>deep knowledge</b> ”	Core: Curriculum addresses the <b>core concepts, principles, and skills</b> of a discipline	Content: <b>Concepts &amp; ideas</b> that are <b>complex and abstract</b>
<b>Knowledge integration, Problematic knowledge, Higher-order thinking, Background knowledge, Substantive communication</b>	Connections: <b>connect overarching concepts, principles, and skills</b> within and <b>across disciplines</b> , time periods, cultures, places, and/or events	Process: <b>Higher-order thinking skills, self-directed learning</b>
<b>Significance – Connectedness Problematic knowledge Deep understanding</b>	Practice: The <b>applications</b> of facts, <b>concepts</b> , principles, skills, and methods in an <b>authentic manner &amp; context</b>	Product: <b>authentic tasks</b> connected to the real world; <b>evaluation; transformation; Synthesis</b>
<b>Quality learning environment, Student direction</b>	Identity: Developing <b>students’ interests</b> and expertise, strengths, values, and character	Learning environment: <b>student centred</b>

# The Model



# Quality Programming

*“The first thing that teachers will need to do is select and organise the essential knowledge, understandings, skills and values from the syllabus around central concepts or ideas...”*

Quality teaching in NSW Public Schools



# Quality Programming

- Holistic and conceptual programming embedded in syllabus content, knowledge and skills focused on deep knowledge and deep understanding
- Distillation from syllabus to the concept to key learning ideas to assessment to explicit teaching and learning strategies
- Integrated assessment *of, for, through* and *as* learning – *backward mapping*
- Explicit teaching strategies informed by ongoing data
- Technology for learning

# Planning for Learning

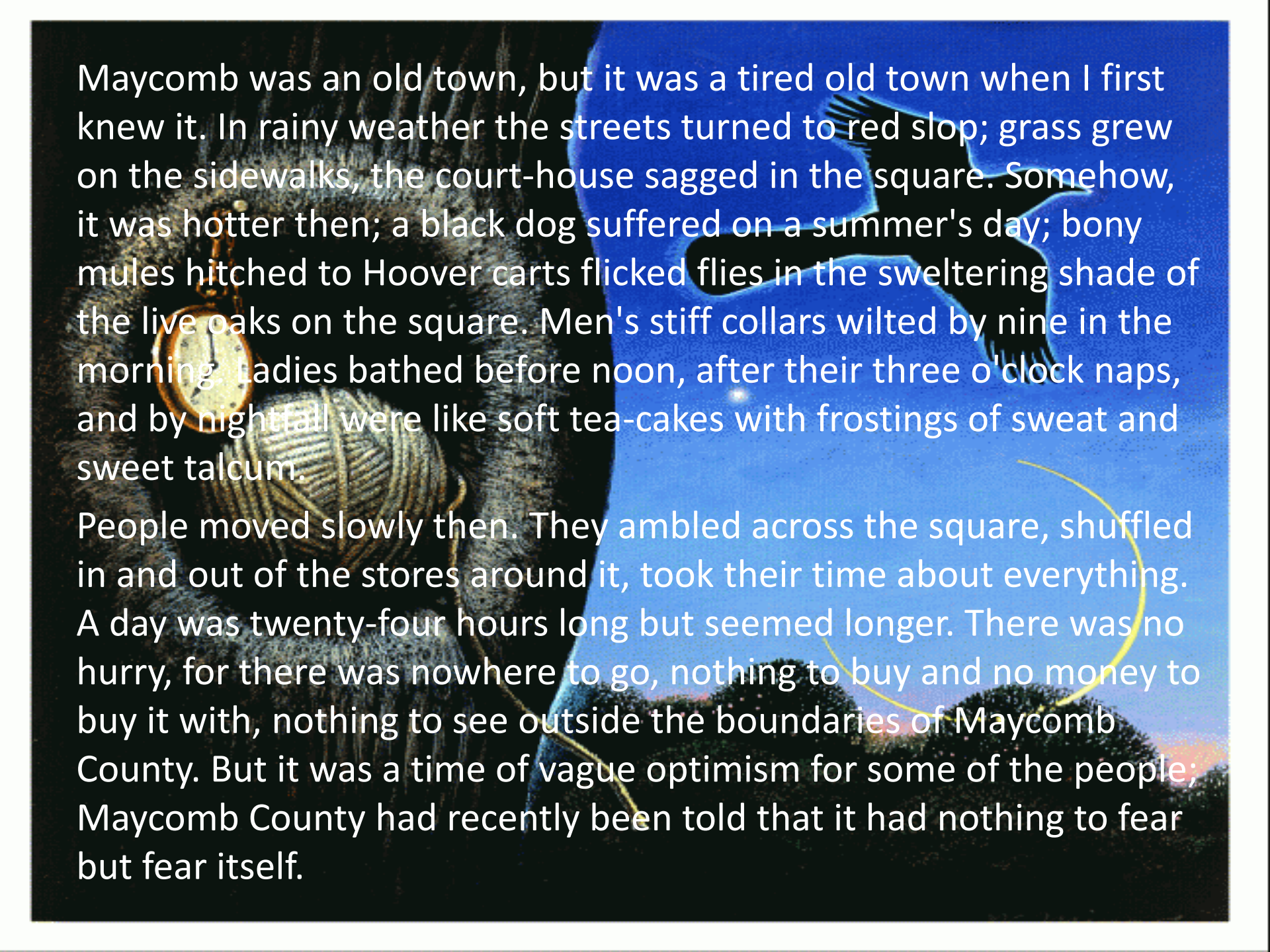
*“Without designing around provocative questions and big ideas, teaching easily succumbs into an activity - or coverage - orientation without clear priorities.”*

*Understanding by Design*

McTighe and Wiggins ASCD 1999

# Focus on learning

- What do I want my students to learn?
- Why does it matter?
- What do they already know?
- How will they demonstrate learning?
- How will they get there?
- How well do I expect them to do it?



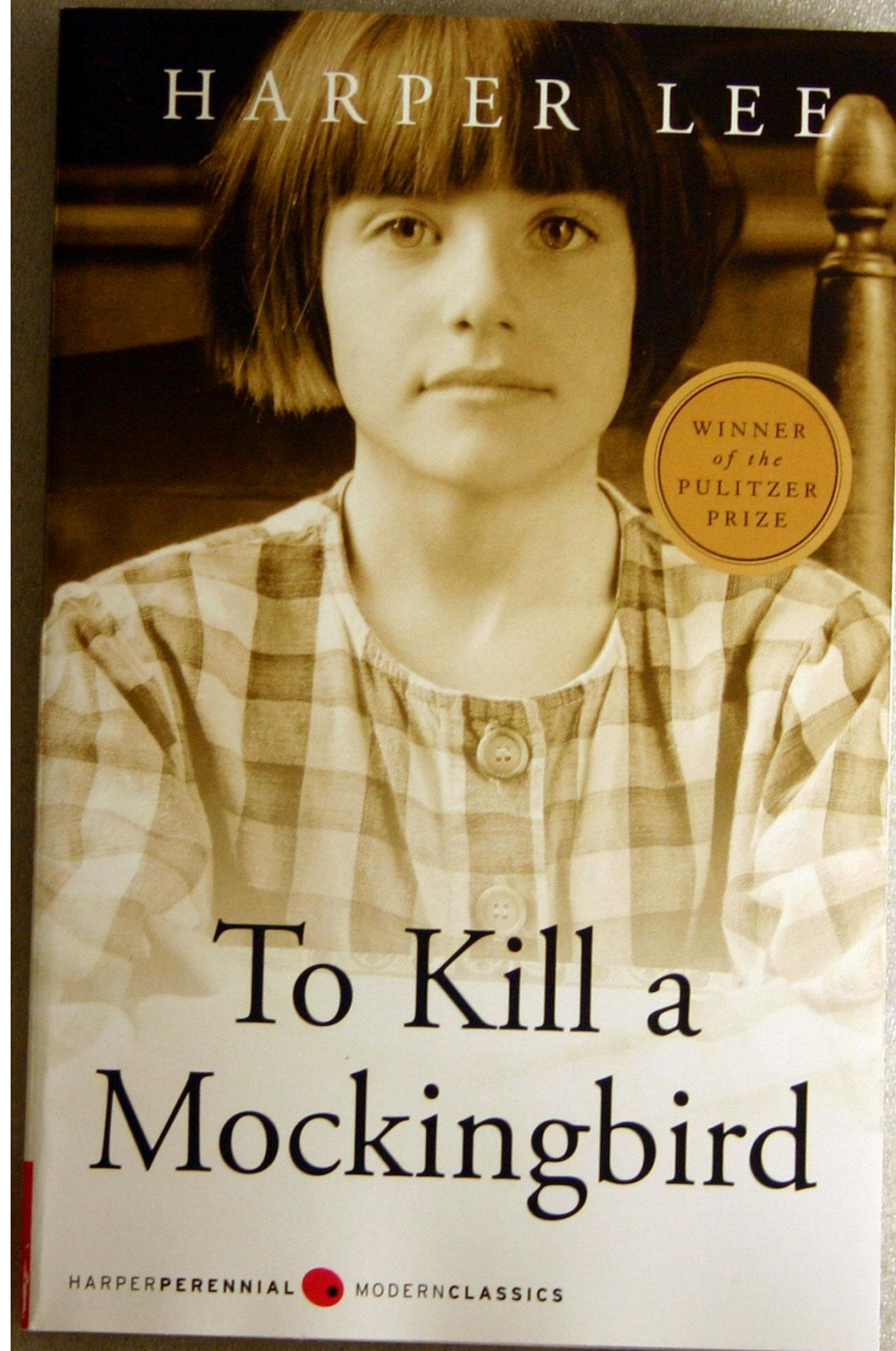
Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather the streets turned to red slop; grass grew on the sidewalks, the court-house sagged in the square. Somehow, it was hotter then; a black dog suffered on a summer's day; bony mules hitched to Hoover carts flicked flies in the sweltering shade of the live oaks on the square. Men's stiff collars wilted by nine in the morning. Ladies bathed before noon, after their three o'clock naps, and by nightfall were like soft tea-cakes with frostings of sweat and sweet talcum.

People moved slowly then. They ambled across the square, shuffled in and out of the stores around it, took their time about everything. A day was twenty-four hours long but seemed longer. There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with, nothing to see outside the boundaries of Maycomb County. But it was a time of vague optimism for some of the people; Maycomb County had recently been told that it had nothing to fear but fear itself.



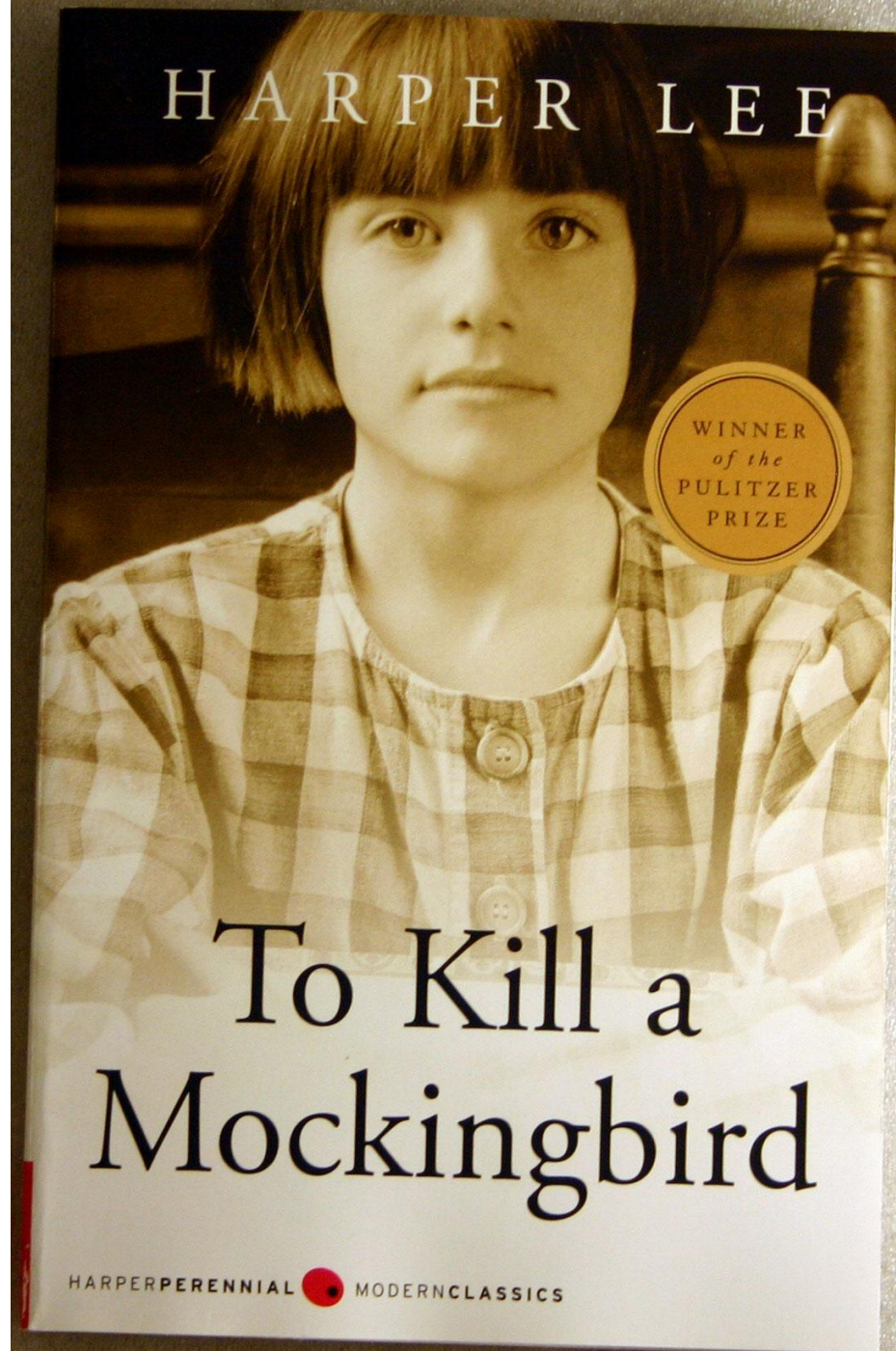
# Uncovering the Learning

- *To Kill a Mocking Bird*
- Why did it win the Pulitzer?
- Why do English faculties continue to have students study this novel?
- When designing a unit what could be the key concept?



# Uncovering the Learning

- Narrative Voice: 1, 4, 5 & 6
- Characterisation: 1, 2, 4 & 5
- Contextualisation: 1, 5 & 10
- Representation of Prejudice across texts: 2, 4, 8 & 10





# The Concept

Focus on the ICT lesson you have designed:

- What do you want the students to learn? – one statement that captures the essential learning
- Why does this matter?
- What concept or statement captures the learning?

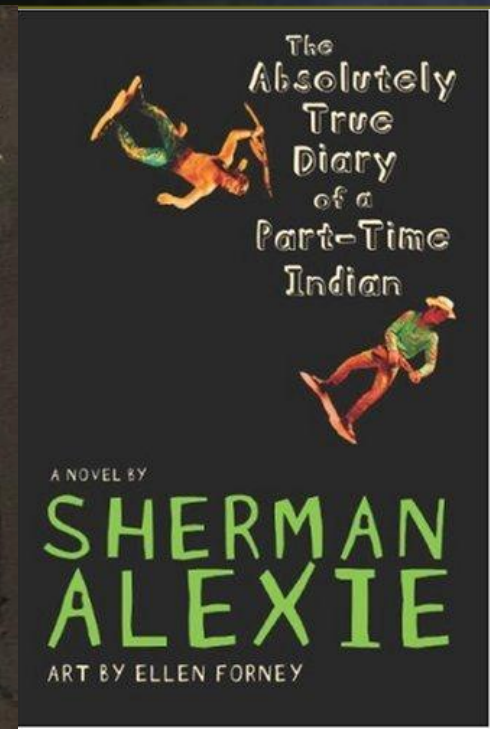
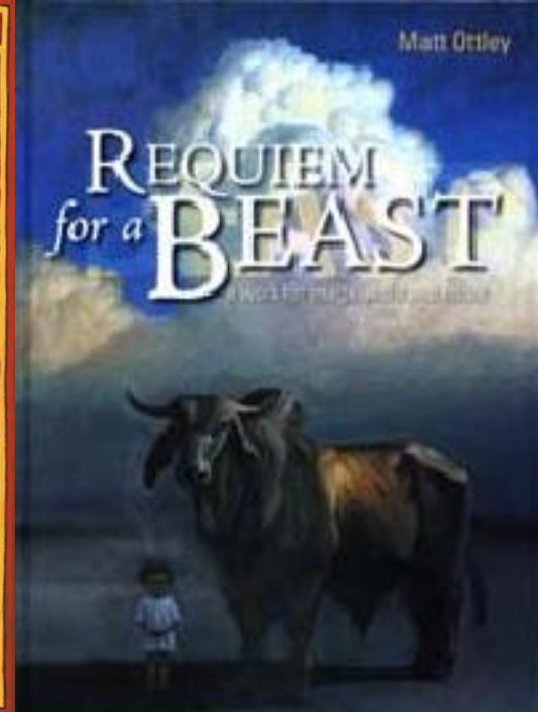
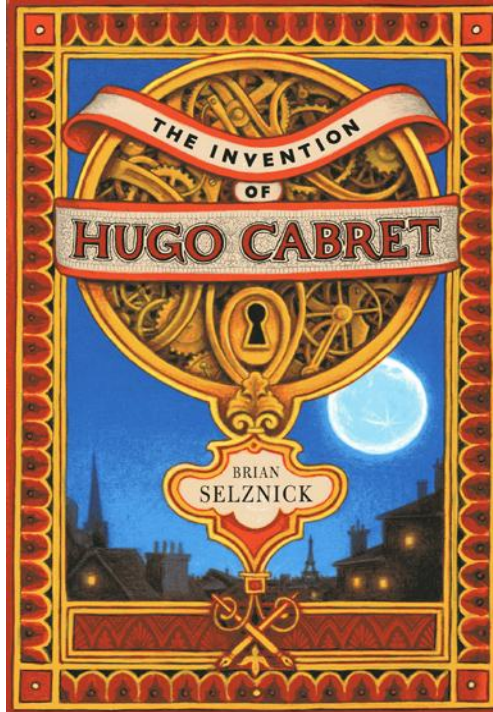


# The Conceptual Approach

- Blend of abstraction and concreteness
- Grounded in the syllabus and reflects the continuum of learning.
- Has significance and endurance.
- Appropriate and relevant for the specified students at that moment in time.
- *“A concept is not an isolated, ossified, and changeless formation, but an active part of the intellectual process”*  
Vygotsky.
- A concept is idea that has been turned, examined, polished and carries resiliency.
- A synthesis of the key ideas
- Represents depth rather than breadth

# The Topic/Focus

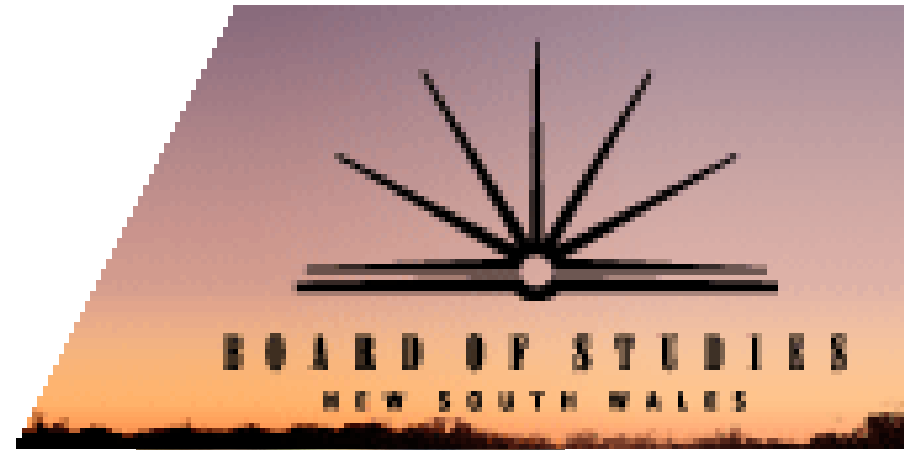
- Identify the topic or focus of the unit of work such as:
  - Poetry
  - Fiction
  - Close study of a novel
  - Film
  - Shakespeare





# The Outcomes

- Ask the question what do I want my students to learn by the end of the unit and select the relevant outcomes.
- Not too many!
- Take into account the:
  - Continuum of learning
  - Timing of the unit of work
  - Scope and sequence



# The Learning

- Identify the essential learning goal or pose a question you want students to be able to answer by the end of the unit of work.
- Identify the concept/s that capture the learning – what are the students learning about?



# Key Learning Ideas

- Now identify from the outcomes the key learning ideas.
- Two to three ideas that capture the learning, skills and knowledge.





# Cultural Perspectives

- **Stage 5 :** Anime
- **Outcomes:** 2, 3, 6 & 10
- **Concept:** Cultural Perspectives
- **Question:** How significant is cultural context in shaping our perspectives and our use of textual features?
- **Key Learning Ideas:**
  - How cultural context shapes perspectives and ideas in texts.
  - How film techniques in anime convey cultural perspectives.
- **Assessment Task:** Original anime that reflects a cultural perspective.



# Persuasion

- **Outcomes:** 1, 9 & 10
- **Question:** Why does “Everybody Needs a Little Controversy”?
- **Key Ideas**
  - How context shapes perspectives and ideas
  - The power of language and music to persuade and position others
- **Assessment Task 1:** Original Poem or Song & Critical Reflection



# Conceptual Programming: Stage 4 English

- **Outcomes:** 1, 2, 3 & 6
- **Naplan Data:** Audience and structure noted as a concern
- **HSC Feedback:** Boys struggling with Paper Section II - Writing
- **Concept: Craft:** The qualities of an effective narrative – “Stories are the lifeblood of a nation” (Garth Boomer).
- **Key Question:** How do we craft a narrative that is engaging and affective?
- **Key Ideas:**
  1. The power of imagery and figurative devices in writing to engage and move the reader – *“Words are like ants...nothing can penetrate into the cracks and gaps of life as thoroughly or as fast as words can”* (Orhan Pamuk).
  2. How the structure of a narrative and the use of technology can enhance the quality of a narrative.
  3. The importance of critical reflection and peer editing to improve the quality of writing.

# Effective Programming: Stage 4 English

## ■ **Assessment Tasks:**

- 1. Digital Narrative:** Outcomes: 1, 2, 3 & 6 – Focus on craft and structure
- 2. Critical reflection:** Outcomes: 1 & 2

## ■ **Resources:**

- Extracts from Winton, Gail Jones and Lanaghan
- Annotated exemplars
- A range of websites with models and exemplars
- TaLe resources to support Naplan
- <http://unswict.wikispaces.com/Module+F+Poetry%2C+Writing+and+ICT>




# The Concept

Focus on the ICT lesson you have designed:

- What do you want the students to learn? – one statement that captures the essential learning
- Why does this matter?
- What concept or statement captures the learning?





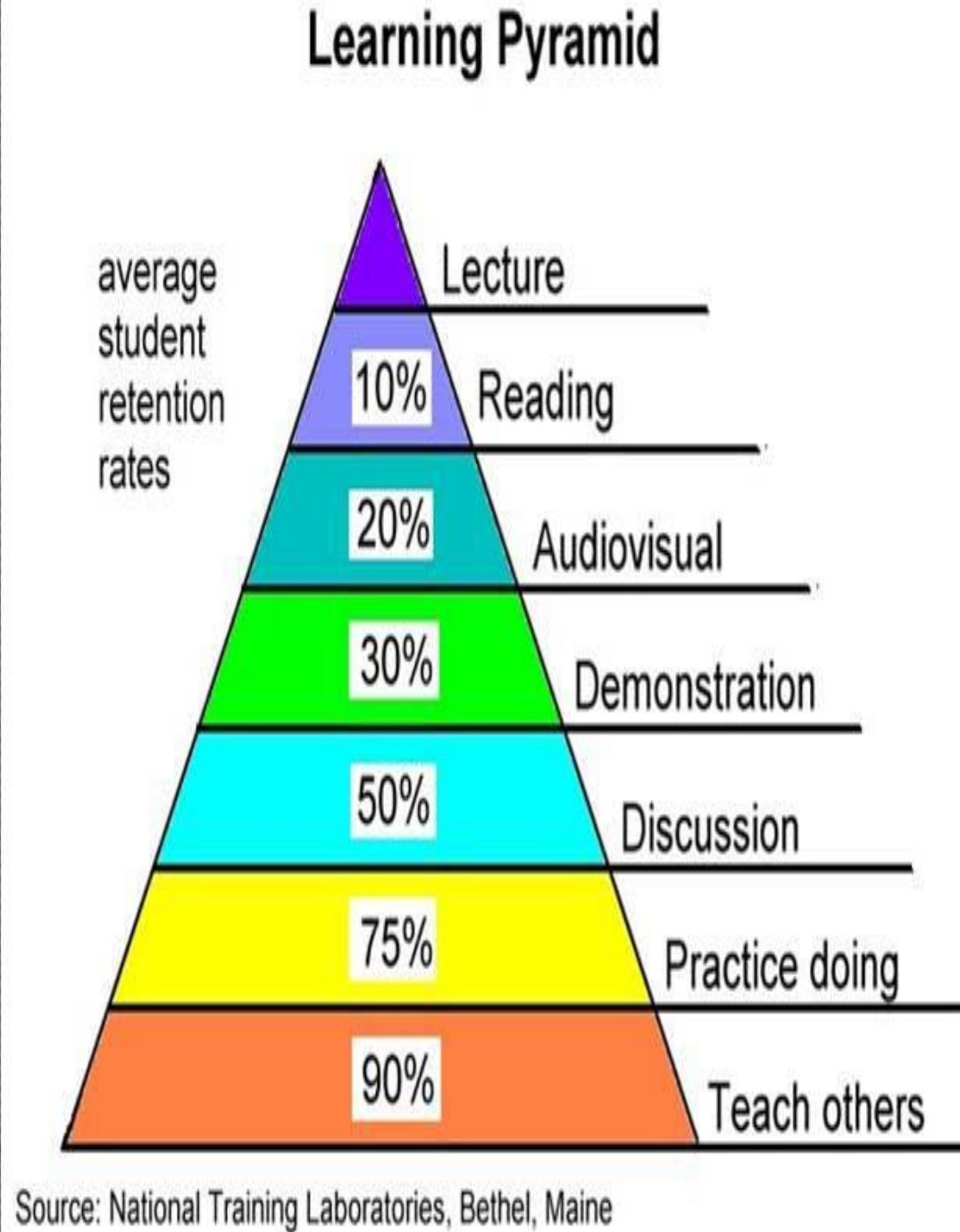


**How will they  
demonstrate learning?  
Quality Assessment**



## Assessment for Deep understanding

- Key learning ideas
- Nature of the task in a clear and precise rubric
- The verbs!
- Explicit quality criteria
- Marking guidelines reflecting the outcomes being assessed



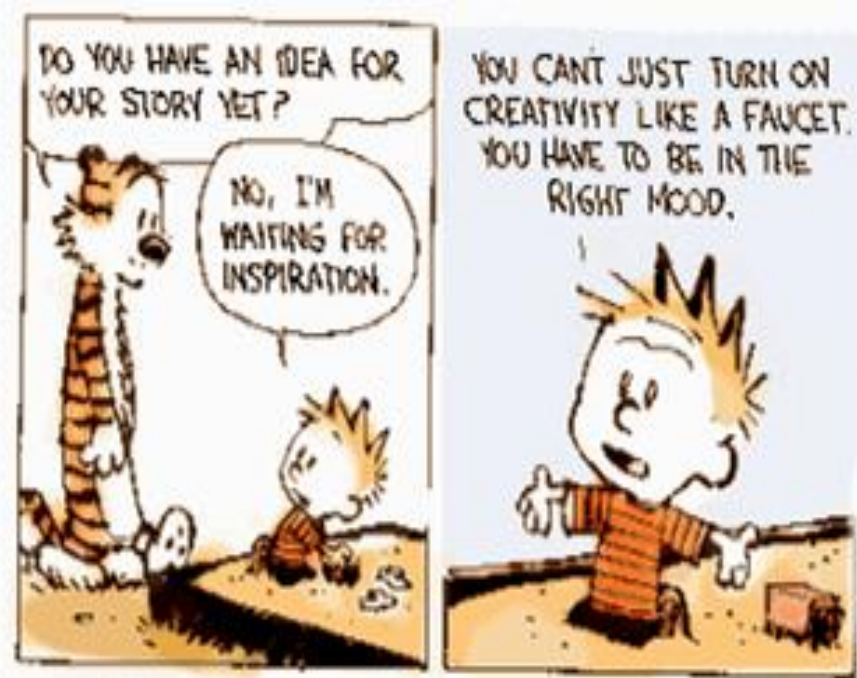
# How will they get there?

- Identify the literacy demands of the outcomes and key learning ideas you have selected
- Plan the explicit teaching strategies to engage and support the students
- Aim for depth!
- Learning is recursive!



# How will they get there?

- Build the learning!
- Models, annotated samples, scaffolds
- Metalanguage: the glossary
- The tools: graphic organisers; technology
- Resources





# The overarching question or learning statement

- Pose an overarching key question or essential learning statement that encapsulates what students need to learn by the end of the unit
- Differentiates the learning





*“Teachers should not drive  
students in a tourist bus  
through the **school**  
**curriculum**, encouraging the  
bland recital of tourist blurbs.  
Students should be obliged to  
**savour the rich texture of**  
**life...**” Garth Boomer.*